

Montclair High School • Manos

AP U.S. History

New Course Requirements

Historical Periods

Period	Date Range	Approximate Percentage of Instructional Time	Percentage of AP Exam
1	1491-1607	5%	5%
2	1607-1754	10%	45%
3	1754-1800	12%	
4	1800-1848	10%	
5	1844-1877	13%	
6	1865-1898	13%	
7	1890-1945	17%	45%
8	1945-1980	15%	
9	1980-present	5%	5%

Historical Thinking Skills

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation
	2. Patterns of Continuity & Change over Time
	3. Periodization
II. Comparison & Contextualization	4. Comparison
	5. Contextualization
III. Crafting Historical Arguments from Historical Evidence	6. Historical Argumentation
	7. Appropriate Use of Relevant Historical Evidence
IV. Historical Interpretation & Synthesis	8. Interpretation
	9. Synthesis

Historical Thinking Skills

- ❖ Historical Causation

- ❖ Identify, analyze, and evaluate cause and effect relationships
- ❖ Explain long and / or short-term causes
- ❖ Evaluate relative significance or different causes and effects
- ❖ Distinguish between causation and correlation

Historical Thinking Skills

- ❖ Continuity and Change Over Time
 - ❖ Recognize, analyze, & evaluate patterns of historical continuity and change over or between periods
 - ❖ Explain the significance of these patterns of CCOT
 - ❖ Explain how these patterns of CCOT relate larger historical processes or themes

Historical Thinking Skills

❖ Periodization

- ❖ Describe, analyze, and evaluate different periods in history
- ❖ Explain ways historical events can be organized into different and definable historical periods
- ❖ Evaluate whether a particular event or date could or could not be a turning point between periods

Historical Thinking Skills

❖ Comparison

- ❖ Describe, compare, and evaluate multiple historical developments within and across societies
- ❖ Compare diverse perspectives in order to draw conclusions about historical events
- ❖ Analyze similarities and differences
- ❖ Across or within time periods, locations, events

Historical Thinking Skills

- ❖ Contextualization

- ❖ Connect historical developments to specific circumstances
- ❖ Situate historical developments within broader regional, national, or global events
- ❖ Draw conclusions about the relative significance of events

Historical Thinking Skills

- ❖ Historical Argumentation
 - ❖ Define and create a persuasive argument based on evidence
 - ❖ Articulate a defensible claim
 - ❖ Form a clear and compelling thesis that evaluates the relative importance of multiple factors
 - ❖ Recognize diverse and contradictory evidence or perspectives

Historical Thinking Skills

- ❖ Appropriate Use of Relevant Evidence
 - ❖ Identify, describe, and evaluate primary and secondary sources
 - ❖ Provide clear and consistent links between evidence and the student's argument
 - ❖ Relate diverse historical evidence in a cohesive way to illustrate corroboration and / or contradiction

Historical Thinking Skills

- ❖ Interpretation
 - ❖ Analyze, evaluate, and create diverse interpretations of the past through relevant historical evidence (docs)
 - ❖ Explain the relevance of a source through its historical context, intended audience, author's POV, purpose, and/or significance (why it's important) • HAPPY

Historical Thinking Skills

❖ Synthesis

- ❖ Make connections between a given historical issue and a related development in a different historical era, context, or geographical area, including the present
- ❖ Make connections between different themes in history, i.e. political, economic, social, cultural

US History Curriculum Framework

- ❖ Thematic Learning Objectives
 - ❖ Beliefs, Ideas, & Culture
 - ❖ America in the World
 - ❖ Geography & Environment
 - ❖ Peopling
 - ❖ Identity
 - ❖ Politics & Power
 - ❖ Economics: Work, Exchange, & Technology

Thematic Learning Objectives

- ❖ Beliefs, Ideas, & Culture

- ❖ Explores the roles that ideas, beliefs, philosophy, religion, morality, science, and art have played in shaping the US.
- ❖ “How and why have moral, philosophical, and cultural values changed in what would become the US?”
- ❖ “How and why have changes in moral, philosophical, and cultural values affected US history?”

Thematic Learning Objectives

- ❖ America in the World
 - ❖ Focusses on the global context in which the US originated and developed as well as influence the US on world affairs.
 - ❖ Foreign Policy, Manifest Destiny, Imperialism, Globalization
 - ❖ “How have events in North America and the US related to contemporary developments in the rest of the world?”
 - ❖ “How have different factors influenced US military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?”

Thematic Learning Objectives

- ❖ Geography & Environment

- ❖ Examines the role of environment, geography, natural resources, and climate in both constraining and shaping human actions.
- ❖ “How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?”
- ❖ “How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?”

Thematic Learning Objectives

❖ Peopling

- ❖ Focusses on why and how the various people who moved to, from, & within the US adapted to their new social and physical environments.
- ❖ Movement, migration, immigration, nativism, demography
- ❖ “Why have people migrated to, from, and within North America?”
- ❖ “How have changes in migration and population patterns affected American life?”

Thematic Learning Objectives

❖ Identity

- ❖ Focuses on formation of American national identity and group identities in US History.
- ❖ Class, gender, religion, patriotism, assimilation
- ❖ “How and why have debates over American national identity changed over time?”
- ❖ “How have gender, class, ethnic, religious, regional, and other group identities changed in different areas?”

Thematic Learning Objectives

❖ Politics & Power

- ❖ Examines the ongoing debate over the role of the state in society and its potential as an active agent for change.
- ❖ “How and why have the different political and social groups competed for influence over society and government in what would become the US?”
- ❖ “How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?”

Thematic Learning Objectives

- ❖ Economics: Work, Exchange, & Technology
 - ❖ Focusses on the development of American economies, examining economic & labor systems, technology, and govt policies.
 - ❖ “How have changes in markets, transportation, & technology affected US society from colonies to today?”
 - ❖ “Why have different labor systems developed in British North America and the US, & how have they affected US society?”
 - ❖ “How have debates over economic values and the role of government in the US economy affected politics, society, the economy, and the environment?”

How Student Learning is Assessed

- ❖ Students' achievement of thematic learning objectives are assessed throughout the exam
- ❖ Students' use of historical thinking skills are assessed throughout the exam.
- ❖ Students' understanding of all nine periods of U.S. History are assessed throughout the exam.
- ❖ No DBQ or LEQ will focus *exclusively* on events prior to 1607 (Period 1) or after 1980 (Period 9).
- ❖ Students will always write at least one essay that examines long-term developments that span historical periods. (*Change Over Time*)

Multiple Choice Questions

- ❖ On the AP Test students will have 55 minutes to answer 55 Multiple Choice Questions.
- ❖ This section contains a number of sets of questions, with between two and five questions per set.
- ❖ Students respond to stimulus material - primary or secondary source, texts, images, charts, graphs, maps...
- ❖ Question sets may focus on one particular period or may ask students to make connections over time.
- ❖ Not merely reading comprehension questions.
- ❖ Only four answer choices per question.

Short Answer Questions (SAQ)

- ❖ On the AP Test students will have 50 minutes to answer four Short Answer Questions.
- ❖ Aim to spend about 10-13 minutes on each question.
- ❖ Use the first minute to identify the three parts of the question.
- ❖ Then, before you begin writing your answer, create a plan to guide you through what examples you will be using for each part of the SAQ.
- ❖ Each response should be between two to four sentences long.
- ❖ Students must write complete sentences, not bullet points.
- ❖ Students do NOT need a thesis.
- ❖ This is a content and analysis based assessment.
- ❖ Each SAQ is worth 3 points, 1 point each part (all or nothing)

Short Answer Questions (SAQ)

- ❖ SAQ Scoring Guideline

- ❖ Score 3

- ❖ Response accomplishes **all three** tasks set by the question

- ❖ Score 2

- ❖ Response accomplishes **two** of the tasks set by the question

- ❖ Score 1

- ❖ Response accomplishes **one** of the tasks set by the question

- ❖ Score 0

- ❖ Response accomplishes **none** of the tasks set by the question

- ❖ Score —

- ❖ Is completely blank

Document Based Question (DBQ)

- ❖ The DBQ measures students' ability to analyze and synthesize historical data to assess verbal, quantitative, or visual materials as historical evidence.
- ❖ Students are assessed on their ability to formulate a thesis and support it with
 - ❖ relevant outside historical evidence
 - ❖ the documents
- ❖ Only seven documents.
- ❖ Students **MUST** use at least six documents.
- ❖ New Rubric

Long Essay Question (LEQ)

- ❖ Students are given a choice between two comparable long essay options.
- ❖ The LEQ measures the use of historical thinking skills to explain and analyze significant issues in U.S. History.
- ❖ Students' essays must include the development of a thesis supported by analysis of specific, relevant historical evidence.
- ❖ Either the LEQ or DBQ will be a change over time question
- ❖ New Rubrics

The AP U.S. History Exam

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple Choice Questions	55 questions	55 minutes	40%
	Part B: Short Answer Questions	4 questions	50 minutes	20%
II	Part A: Document Based Question	1 question	55 minutes	25%
	Part B: Long Essay Question	1 question (choose from a pair)	35 minutes	15%